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ABSTRACT

This study investigated opinions about work held by professionals in special education by comparing their views with data collected in a previous study from two other groups (career/vocational educators and social-studies educators) and by analyzing the responses of subgroups within the groups of special educators. A survey (work-concepts scale) was used to determine whether special education professionals significantly differ from other educators in (1) their work values, (2) the way in which they structure their concepts about the value of work, or (3) their conception of the role of the school in preparing students for the working world, as well as (4) whether subgroups of special education professionals significantly differ in their work-concept scores. Results showed that 1,682 educators from three subject areas held moderately positive views about work in America. The mean work-concept scale score for professionals in special education was found to be significantly higher than that for the social studies group and significantly lower than that for the career/vocational group. Within each subject-area group, administrators were found to have more positive attitudes toward work than those working more closely with students (teachers, counselors, and resource specialists). (LRA)

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A SURVEY OF WORK-RELATED ATTITUDES OF PROFESSIONALS IN SPECIAL EDUCATION

Jill S. Evenson

Report # 1
Independent Research and Development Project Reports

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

A SURVEY OF WORK-RELATED ATTITUDES OF PROFESSIONALS IN SPECIAL EDUCATION

Jill S. Everson

There is a new emphasis in special education on vocational and career preparation. Teachers and administrators within the field of special education are in a particularly strong position to exert influence on the developing work values of handicapped young people. Some special-education professionals may support the more restrictive attitude that prevailed in the past, some may be critical of the traditional work ethic, while others may advocate the importance of work as part of the life of all individuals.

This study investigated the opinions about work of professionals in special education by comparing their views with data collected in a previous study from two other groups (career/vocational educators and social-studies educators) and by analyzing the responses of subgroups within the groups of special educators. A mail survey was used; the "Survey of Opinions about Work" consisted of 83 items of which 36 formed a "work-concepts" scale (WC-scale) measuring work-positiveness, or the degree of acceptance of traditional work values. The survey was used to determine whether special-education professionals significantly differ from other educators in (1) their work values (as measured by the WC-scale), (2) the way in which they structure their concepts about the value of work, or (3) their conception of the role of the school in preparing students for the working world, as well as whether (4) subgroups of special-education professionals significantly differ in their WC-scale scores.

Results showed that 1682 educators from three subject areas held moderately positive views about work in America. The mean WC-scale score for professionals in special education (N=521) was found to be significantly higher than that for the social studies group (N=494) and significantly lower than that for the career/ vocational group (N=667). Within each subject-area group, administrators were found to have more positive attitudes toward work than those working more closely with students (teachers, counselors and resource specialists). Special-education professionals residing within the Far West geographic region did not differ in attitudes from those outside the region. However, teachers and administrators from Utah had significantly higher WC-scale scores than did those from Northern California, indicating a more positive and more traditional attitude towards work among the Utah educators.

All subject-area groups gave very similar rankings to school priorities in preparing students for work; general competencies in basic skills and decision-making, along with useful and realistic values and attitudes, were seen as having higher priority than career development. Compared with other educators, those in special education were more positive about non-monetary job satisfactions, and were less likely to feel that one's occupation is the central interest in life. Results indicate a trend by professionals in special education toward a more humanistic approach and toward a belief in the social purposes of work.

FOREWORD

This report describes the results of one in a series of Independent Research and Development Projects funded by the Far West Laboratory for Educational Research and Development, using its own resources generated by fees earned on various contracts. These Independent Research and Development Projects, conducted by individual professional staff members of the Laboratory, represent pilot efforts that address new problem areas of significance to regional or national educational needs or that probe new resource or methodological areas heretofore unexplored by Laboratory staff.

Awards are made on a competitive basis annually or semiannually, depending on available funds. In addition to requirements that the projects be completed within nine months and require less than one quarter person year effort of any Laboratory employee, the proposals are scored on four criteria: (a) they must promise to open a new area of research or development or extend significantly the productivity of an existing area, (b) they must be of high quality, (c) they must be difficult to fund through known private, governmental, or foundation funding, and (d) they must be closely related to the Laboratory's mission.

Following review by the Independent Research and Development Committee, recommendations for funding are forwarded through the Laboratory Director to the Program Committee of the Board of Directors of the Laboratory for their review and approval.

The following is a listing of the Independent Research and Development Project award recipients and a brief description of their projects.

Joaquin Armendariz. Development of Resources Relating to Systemic Design Models and Methodologies. This project tests the feasibility of developing instructional resources in design models and design methodologies for educational practitioners. Two monographs describing significant design approaches and key reference works will be prepared.

Ann Bouie. Identification of the Problematic Situation. The extent to which students assume responsibility for the acts that result in disciplinary measures as compared to the extent to which they see the causes as lying outside their control is the primary focus of this study. Though much of literature explains student misbehavior, the vast majority of these explanations cite factors beyond direct student control, thus overlooking the potential influence of free choices, perceptions of acts, and contexts in which these occur.

Matilda Butler. Dynamics of School Health Education in the Far West Laboratory Region: A Pilot Study. School health education represents a challenge for the 1980s. This project is designed to provide information on the needs, goals, programs, participants, materials, etc., of school health education in Northern California, Utah, and Nevada.

Information is gathered through interviews with key state personnel and questionnaires sent to school district personnel.

Paul R. Christensen. Educational Use of Microcomputers. This project summarizes the current state-of-the art on educational use of low-cost, high-capability, self-contained microcomputers; develops a taxonomy by which to characterize typical computer-augmented learning environments; and describes teacher perceptions of the "computer readiness" of students and the positive and negative factors in the learning environments.

Natividad DeAnda. Competencies of Leaders and Managers in Educational R&D. The study's goal is to produce an outline of competencies essential to successful management and leadership of educational projects, by analyzing job descriptions of managers and non-managers at the Laboratory for skill and knowledge areas utilized in their work. The study provides data for determining which competencies are considered essential to program management at the Far West Laboratory.

Jill S. Evenson. A Survey of Work-Related Attitudes of Professionals in Special Education. This study examines the attitudes toward work of teachers and administrators engaged in special education--persons who are in a position to exert strong influence on the developing work values of handicapped young persons. The study is seen as an exploratory step into needed research in work-related attitudes of handicapped young people and the effect on them of attitudes of their teachers.

J. Ronald Lally. Expanding Experiences and Employment for the Elderly Through Non-Center Based Family Child Care. This project is a needs assessment and feasibility study designed to investigate the possible creation of a system for delivering quality child care services and meaningful employment for the elderly in child care.

Chesca Piuma. Feasibility Study: Developing a Vocational Education Training Program for Severely Handicapped Adolescents and Young Adults. This study investigates the feasibility of developing five vocational education curricula for severely handicapped (trainable mentally retarded) adolescents and young adults (ages 13-21) in the employment areas of gardening, housekeeping, laundry, minor auto maintenance, and food services.

The Far West Laboratory Independent Research and Development Committee:

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EXECUTIVE SUMMARY

INTRODUCTION

Problem

There are sharp disagreements about the meaning of work to Americans today. Differing opinions and views of educators are a matter of concern if the schools are to prepare young people for the realities of adult life. Although all educators are involved in the transmission of current social values to students, teachers and administrators within the field of special education are in a particularly strong position to exert influence on the developing work values of handicapped young people. Among professionals in special education there is an increasing emphasis on vocational and career preparation. Spear-headed by legislation such as Section 503 of the Education Amendments Act of 1976, new opportunities are being offered and new career options are being opened to exceptional students. Some special-education professionals may support the more restrictive attitude that prevailed in the past, some may be critical of the traditional work ethic, while others may advocate the importance of work as an essential part of the life of all individuals. How are these divergent views represented in the opinions of special-education professionals? How do these educators feel about work in America today?

Research Design

The opinions about work of professionals in special education were investigated through a mail survey. The survey instrument consisted of items measuring "opinions about work" and included a 36-item, work-concepts scale. The research questions were addressed by comparing the data received from the special-education group with that received previously from two other groups

(career/vocational educators and social-studies educators) and by analyzing the responses of subgroups within the new sample. Also explored was the effect of the proximity of the educators to students on their opinions about work. Therefore, sample selection included representatives at the building (school) level, district level, and state-agency level. An additional major variable was added to the sample of special-education professionals--geographic region. This permitted the investigation of differences between the Far West region* and other portions of the country, as well as differential effects within this region.

The study addressed four research questions:

1. Do special-education professionals significantly differ from other educators in the degree of positiveness with which they view work as measured by the work-concepts scale score?

2. Do special-education professionals differ from other educators in their views toward work as shown by responses to items in the work-concepts scale?

3. Do special-education professionals differ from other educators in their conception of the role of the school in preparing students for the working world as measured by items on the Survey of Opinions about Work?

4. Do subgroups of special-education professionals significantly differ on the work-concepts scale score in terms of such demographic factors as educational role, age, sex and geographic region?

METHODOLOGY

Instrumentation

The Survey of Opinions about Work, a questionnaire developed to investigate the work-related attitudes and beliefs of educators, is organized into six sections covering thirteen dimensions of work concepts. It consists of

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*The Far West region consists of Northern California, Nevada (except Clark County) and Utah.

83 statements or questions to be rated on scales having from four to seven points, and asks for personal judgments about "work in contemporary America." A study of the responses to the Survey of Opinions about Work by the group of career educators and social-studies educators was used to create a thirty-six item scale, the work-concepts scale (WC-scale), measuring positiveness toward work and acceptance of traditional work values as epitomized by the "work ethic." All thirty-six items in the work-concepts scale are scored in a "work positive" direction (as determined by the scale developers). The range of possible scores is from 36 to 203 points. A final section of the questionnaire asks for information about the respondent such as type of organization (building, district or state), type of work, age, sex, zip code, and grade level of student.

Data Collection Procedures

The questionnaire was sent to the sample of special-education professionals in late August, 1979. Two follow-up mailings were sent to non-respondents. Questionnaires were received through mid-January, 1980.

Groups

The groups of career/vocational and social-studies educators, used for comparison in this study, were drawn from mailing lists of educators at both the building (teacher) and district (supervisor) level. The special-education sample came from similar sources and was further subdivided by region--within and without the geographic region served by Far West Laboratory. This resulted in four lists of special educators (within-region teachers, outof-region teachers, within-region supervisors, and out-of-region supervisors). In addition, the questionnaire was sent to all state directors of career education, vocational education, social-studies education, and special education.

Of the 1066 special-education professionals in the sample, 532 returned completed questionnaires, a return rate of approximately 50 percent. The group

of respondents appeared to be representative of the original sample on several characteristics: region; organization (building, district and state); educational role (teacher or administrator); and age and sex distribution. It included persons who were working with handicapped students at a variety of grade levels, in different school settings, and with differing levels of handicaps.

The comparison groups (career/vocational educators and social-studies educators) consisted of 1179 persons, approximately 50 percent of the original samples. The comparability of the three groups--special education, career/vocational education, and social-studies education--was indicated by similarities in method of obtaining the samples, in most characteristics of respondents, and in response rate. The validity of results within the new sample from special education was indicated by a consistency in the relative number of respondents in major categories during each mailing. The overall evidence suggested that there was no prevailing trend over time and that the best estimate of scores of characteristics of any additional respondents would be close to the mean or typical category for the group or subgroup.

RESULTS

How "work positive" are professionals in special education?

The mean WC-scale score for all 1682 survey respondents was 128.11, supporting a moderate "work-positive" position. The mean for the group of special-education professionals fell between that for the other two groups. The mean was significantly higher than that for the social-studies group and significantly lower than that for the career/vocational group. The other two groups were selected to represent divergent opinions about work; the intermediate position of the special-education group appears to show a more moderate stance, probably more representative of educators in general. A two-way analysis of variance

showed both group and educational role to be strong and independent sources of variance. The F-value for both sources was highly significant, while that for the interaction was not significant. Within each group, administrators had higher mean scores on the WC-scale than did teachers. The effect of the two factors is shown in the means for each group:

Social-studies teachers (n=228): 125.27
Special-education teachers (n=233): 126.24
Social-studies administrators (n=266): 126.36
Career/vocational teachers (n=306): 128.12
Special-education administrators (n=288): 129.39
Career/vocational administrators (n=361): 131.38

How do the work concepts of professionals in special education differ from those of other educators?

Answers to this question were derived from responses to survey items by the three groups. The 36 items on the work-concepts scale were combined through factor analysis into six subsets of interrelated items. A description of these subsets, along with some additional survey items, can be summarized as follows:

1. The dignity of all work and the meaningfulness of most jobs was rated by the three groups in the same order as the scale as a whole: highest by the career/vocational group, followed by the special-education and the social-studies groups. The same difference among groups was noted for a question on the possibilities of all students, who made the effort, being able to find a satisfactory occupation.

2. The groups also kept the same relative order--career/vocational highest, social studies lowest--for a set of items stressing personal action for success: working hard, doing good work, using initiative and being creative. An associated item on the importance of planning and choice as an occupational determiner was rated higher by those from special education.

3. Little difference was noted among groups in a set of items rating the extent to which work values have changed in the last 25 years.

4. Special-education professionals tended to downplay unpleasant or unsatisfactory factors in work. They minimized the effects of luck and of manipulating other people.

5. Respondents in special education were less inclined to see work as central to life and as the major source of self esteem. Means on this set of items for the special-education group were below those for the other groups.

6. Special-education professionals were more positive than the other groups about non-monetary sources of job-satisfaction. All three groups, when asked to rate five sources of job satisfaction, placed them in the same rank order (with "money" the highest, followed by "the work itself"), but the special educators were more positive than were the other groups about satisfaction related to identity as a person, interaction with co-workers, and benefits to persons using the product or service. This particular set of items, along with trends shown by the other five-item subsets, shows a tendency for the special-education group to project a more humanistic or socially-oriented approach, as opposed to a self-oriented, positive-negative dimension. The other two groups appear more polarized on the dimension of personal success and achievement through hard work on the one hand and "doing one's own thing" and chance on the other.

Do special-education professionals differ from other educators in their conception of the role of the school in preparing students for the working world?

The three groups showed very similar ranking of school priorities and agreement on the current effectiveness of schools in relation to these functions. Seen as most in need of improvement were functions focused on development of general coping and competency skills such as making decisions and developing values, attitudes and realistic expectations. The relative position of the

three groups was shown in an item rating the possible effectiveness of the school in preparing students for work. Once again the career/vocational educators were significantly more positive and the social-studies educators significantly more negative than the special-education group. However, it should be noted that all groups saw the schools as less important molders of student opinion than family, peers, or media.

Do subgroups of special-education professionals significantly differ on the work-concepts scale score?

A three-way analysis of variance incorporating region, educational role, and sex of respondent produced evidence that the main source of variance within the special-education sample was the type of work of respondents. As had been shown in the other group comparisons, the mean WC-scale score for administrators was higher than that for teachers, regardless of region. No significant differences were found related to age of respondent, characteristics of students, or type of class setting (regular, special class or special school).

When the responses from Far West region were further broken down large differences in WC-scale scores were found for educators in different geographic areas.

Northern California teachers (n=92): 124.34
Northern California administrators (n=115): 128.44
Utah teachers (n=18): 131.89
Utah administrators (n=24): 134.46

(The nineteen responses from Nevada were too few for statistical comparison. The mean WC-scale score of Nevada participants was close to that of the region as a whole.) A two-way analysis of variance incorporating region (California and Utah) and educational role showed a highly significant effect for region. Educational role approached but did not achieve significance. It appears, therefore, that in addition to specialization (special-education, career/vocational or social-studies) and educational role, cultural differences, grounded in differing social settings, also influence work concepts.

INTRODUCTION

PROBLEM

The professional in special education, in common with all educators, is involved in the transmission of current social values to students. In particular, teachers and administrators within the field of special education are in a position to exert strong influence on the developing work values of handicapped young people. The teacher is, of necessity, a major source of information to students about work in America--its meaning, characteristics, factors that may influence success or failure, and the degree of importance of work in the life of the individual. The values and beliefs about work that educators bring to the learning process may have a lasting effect on students.

There are sharp disagreements about the meaning of work to Americans today. A study of current career education materials (Peterson and Johnson, 1977) shows that a traditional set of work values is being presented to students in the schools, while an historical summary of the work ethic in American education shows a wide divergence of views within American literature and concludes: "It is clear that America is grappling in some new and disturbing ways with its beliefs about work, and that its cultural explanations--of the individual's relationship to work, its meaning and place in the scheme of things--are problematic and uncertain" (Johnson, 1978, p. 69). The place of educators in this spectrum of conflicting opinions and values should be a matter for concern in educational research if the schools are to prepare young people for the realities of adult life.

Although most educators are concerned with work values, the special-education professional is in a particularly pivotal position in relation both

to transmitting information to students and influencing their future work experiences. Professionals in special education plan the learning programs of handicapped youth. Under recent legislation (Public Law 94-142) each special-education student must have an Individualized Education Program (IEP) that is based on an assessment of his/her needs. This IEP must be prepared by a committee of which at least one member is drawn from special education. The IEP must include a statement of the child's current level of pre-vocational and vocational skills, related general educational goals, and short-term learning objectives (along with indicators of accomplishment). The IEP also must indicate needed educational support services and provide justification for the type of educational placement proposed.

Once a structured learning program is put in place, the special-education teacher may be responsible for directing the total career-development program of the student, including exploring possible careers, acquiring pre-vocational skills, and any work-experience placement. Many handicapped students are insulated from much of the real-world community and may lack the direct experiences through which non-handicapped youth learn about the world of work. Again, the attitudes and beliefs of the special educator, including his/her perceptions of the work ethic, may have a significant impact upon student experience and on the development of the student's attitudes and expectations.

There is a new direction in special education toward vocational and career preparation which contrasts with the traditional educational philosophy that handicapped persons are not expected to work (a reverse work ethic with "not working" as the norm). However, spear-headed by legislation such as Section 503 of the Education Amendments Act of 1976, new opportunities are being offered and new career options opened to exceptional students. Some special-education professionals may support the more restrictive attitude that prevailed in the

past, some may be critical of the traditional work ethic, while others may advocate the importance of work as part of the life of all individuals. How are these divergent trends reflected in the opinions of special-education professionals? How do they feel about work in America today?

RESEARCH DESIGN

The opinions about work of professionals in special education were investigated through a mail survey using an instrument developed for an earlier study of work values among educators (Peterson, 1978). The survey instrument consisted of items measuring "opinions about work" and included a 36 item work-concepts scale. In the present study, data were obtained from a new respondent group (special-education professionals) and were compared with data received in the previous study of vocational and social studies educators. Comparisons of the responses of subgroups within the new sample were also made: The following questions were addressed:

1. Do special-education professionals significantly differ from other educators in the degree of positiveness with which they view work as measured by the work-concepts scale score?

2. Do special-education professionals differ from other educators in their views toward work as shown by responses to items in the work-concepts scale?

3. Do special education professionals differ from other educators in their conception of the role of the school in preparing students for the working world as measured by items on the Survey of Opinions about Work?

4. Do subgroups of special-education professionals significantly differ on the work-concepts scale score in terms of such demographic factors as educational role, age, sex, and geographic region?

The previous study had also investigated the influence of proximity to students as a factor in the opinions about work. The samples were drawn from professionals working at the building level, the district level, and the state

level. Further, respondents from these three levels were asked to identify their educational role--working directly with students as teacher or counselor, or working less directly with students in positions such as administrator or administrative support.

For the current study a similar sample was obtained from special-education professionals. However, in addition to division of the sample by educational role, one other major research variable was identified--the geographical region of the respondent. This extra element was inserted into the study because of the Laboratory's continuing responsibility to locate, assess and serve the educational needs of its region--Northern California, Nevada (except for Clark County), and Utah. Therefore the sample was chosen to permit study of regional effects as part of the research design.

METHODOLOGY

INSTRUMENTATION

The Survey of Opinions about Work is a questionnaire developed to investigate the work-related attitudes and beliefs of educators. It has been used as part of an on-going study of work values as they are taught in the schools and as they affect student attitudes and behavior. The concepts on which the survey is based were derived in a large part from previous study of the work-ethic in career education materials (Peterson and Johnson, 1977). The survey is organized into six sections covering thirteen dimensions of work concepts, as shown in Table 1. A copy of the instrument is located in the Appendix.

The Survey of Opinions About Work consists of 83 statements or questions to be rated on four-, five-, or seven-point scales. The ratings are on such dimensions as degree of importance or effectiveness, agree/disagree, and proportion of workers or jobs presenting certain characteristics.

The survey asks for personal judgments about "work in contemporary America." It does not direct the respondent to consider any particular group or kind of worker but rather to consider "jobs and workers in general." The focus is on paid work. The respondent is assured that there are no right or wrong answers, and that existing information on these questions tends to be contradictory. The respondent is therefore asked to express his/her personal opinions about the nature and role of work in modern life based on "whatever knowledge, experience, intuitions, or other clues you have available."

A study of the responses to the Survey of Opinions about Work by the original respondent groups (career educators and social-studies educators) was used to create a thirty-six item scale, the work-concepts scale (WC-scale),

Table 1

Categories of Information in

"A Survey of Opinions About Work"

Survey Section		Work Concept		Number of Items	
				Total Survey N=83	WC-scale N=36
I.	The Nature and Meaning of Work	1.	Inherent dignity of all work	3	3
		2.	Centrality of work in life	3	3
		3.	Personal identity and self-esteem	2	2
		4.	Social values of work	2	2
		5.	Changing values of work	5	5
II.	Job Satisfaction	6.	Job values	3	3
		7.	Sources of job satisfaction	5	3
		8.	Sources of job dissatisfaction	11	3
III.	Worker Organizations	9.	Effectiveness of worker organizations	7	0
IV.	Job Success	10.	Factors determining job success	13	8
V.	Career Choice	11.	Determiners of occupational selection	6	3
VI.	The Role of the Schools	12.	School potential for influence	5	0
		13.	Priorities and performance	18	1

measuring positiveness toward work and acceptance of traditional work values as epitomized by the "work ethic." The scale consists of thirty-five items taken directly from the Survey of Opinions about Work and one item constructed from the difference in rating of two of the survey items. All thirty-six items in the work-concepts scale are scored in a "work positive" direction as determined by the scale developers. The range of possible scores is from 36 to 203 points. Table 1 summarizes the item content of the scale. During the current study, a reliability estimate of .72 was obtained using the alpha coefficient of internal consistency. A rationale for the first form of the scale and a description of the items can be found in a previous publication (Peterson, 1978).

A final section of the questionnaire asks for information about the respondent and is the only portion of the questionnaire changed from that used with previous groups. Retained were questions on type of organization (building, district or state), age and sex, and revised items on type of work and grade level. New items, specific to special education, covered the type of disability of students, degree of handicap of students, and school setting of students (regular or special classroom). In addition, respondents were asked to give the zip code at their place of work in order to allow for division into geographic region.

DATA COLLECTION PROCEDURES

The questionnaire was sent to the sample of special-education professionals in late August, 1979. Although all responses were considered confidential, an identification number was attached to the return envelope during the first two mailings to allow for a recording of returns. Follow-up mailings were sent only to non-respondents. The second mailing was sent approximately

five weeks after the first, while the third mailing was sent after another interval of seven weeks. Questionnaires were received through mid-January, 1980. Respondents were given the opportunity to receive a summary of the survey results by filling in and returning a postcard.

GROUPS

Development of Samples

The original groups, used for comparison in this study, were drawn from lists of career and vocational educators and social-studies educators at both the building (teacher) and district (supervisor) level. These lists were assembled through Market Data Retrieval, a firm specializing in educational mailing lists, and consisted of a nationwide sample of approximately 2500 chosen by systematic zip-code selection. In addition, the questionnaire was sent to all state directors of career education, directors of vocational education, and directors of social-studies education.

The major portion of the sample for the current study consisted of special-education teachers and special-education supervisors chosen from the same source--the mailing lists of the Market Data Retrieval. The sample was further subdivided by region--within and without the geographic region served by Far West Laboratory. This resulted in four lists of special educators (within-region teachers, out-of-region teachers, within-region supervisors, and out-of-region supervisors). Three of the four major groups were chosen by systematic zip code selection (every nth name in a list ordered by zip code, with n chosen to provide a sample of desired size from the list) in order to obtain samples of approximately 250 in each group. The fourth group, region supervisors, consisted of the complete list of 277 names in this category; it is therefore not a sample but is the complete file available from Market Data Retrieval.

A fifth group consisted of state level administrators; the questionnaire was sent to each state director of special education. Table 2 shows the distribution of the chosen sample of special educators.

Table 2

Distribution of Selected Sample of Special Educators

by Geographic Area and Educational Level

Geographic Area	Level			
	Building Level Teachers	District Level Supervisors	State Administrators	Total
Region	249	273	3	525
Out-of-Region	247	248	46	541
Total	496	521	49	1066[a]

[a]This represents the number that received the questionnaire and did not refuse to respond. An additional 16 questionnaires were undeliverable and five persons returned the questionnaire, declining to participate.

Respondents

Of the 1066 potential participants, 533 persons completed and returned the questionnaire. After one instrument was eliminated because of excessive missing data, a group of 532 questionnaires from the sample of special educators was available for analysis. Table 3 provides a description of the sample based on respondent self-report from questionnaire items. The group was about evenly divided between those from within and those from without the geographic region, and there was equal representation from persons working at the building and district level. In general, those at the building level considered themselves to be teachers, counselors, or resource specialists while

Table 3

General Demographic Characteristics

of Special Education Respondent Group

Item	F N=532	%
1. Geographical Area		
Far West region	274	51.5
Other region	258	48.5
2. Location of Work		
School Building	249	46.8
School District/Multi-District Agency	249	46.8
State Dept.	34	6.4
3. Main Type of Work in Education		
Teacher,Counselor, Resource Specialist	235	44.2
Administrator/Administrative Support or Supervisor	293	55.1
Other or Missing	4	.7
4. Age in Years		
Less than 30	66	12.4
30-34	82	15.4
35-39	66	12.4
40-44	77	14.5
45-49	73	13.7
50-54	88	16.5
55-59	48	9.0
60 and over	27	5.1
not stated	5	.9
5. Sex		
Male	300	56.4
Female	228	42.9
Not stated	4	.7

those at the district or state level considered themselves to be administrators or supervisors. A wide range of ages was represented, and somewhat more than half of the sample (56%) were males.

The original lists consisted of persons believed to have responsibilities at the high-school level. However, while 120 persons reported working with high school students, almost an equal number reported working at the elementary or junior high level (as shown in Table 4). About half (48%) reported involvement with all grade levels. Forty-two percent said that their students spent most of their time in regular classes, while 33% reported that their students were mostly in special classrooms in regular buildings. Eight percent were concerned with students who spent most of their time in separate educational facilities. Many felt unable to check only one alternative and reported that they worked with students in all or in a variety of settings, or that in their educational role they did not work directly with students.

Table 4 indicates that respondents worked with students having different and levels of disability. Because multiple responses were permitted, many checked all or several categories. For example, 75% of respondents had responsibilities related to students with mild/moderate handicaps. One quarter of the respondents worked with gifted and talented students, while almost half (45%) reported concern for severely handicapped students. Table 5 presents the frequencies with which persons had responsibilities for students of different disability types. It is possible to get some impression of overall frequency by keeping in mind that many persons checked several or all categories. It appears that the sample of respondents as a group was familiar with many types of handicapped students.

In summary, the group of respondents appears to be representative of the original sample according to several characteristics on which lists were formed:

Table 4

Characteristics Of Students

With Whom Special-Education Respondents are Concerned

Item	F N=532	%
1. Grade Level of Students		
Elementary	65	12.2
Jr. High or Middle School	59	11.1
High School	120	22.6
All Grade Levels	255	47.9
Other or Missing	33	6.2
2. Student Location		
Regular Classrooms	222	41.7
Special Classrooms in Regular Building	173	32.5
Separate Facility Serving Only Special Needs Students	42	7.9
Combination of Above, Other, Not Applicable, or Missing	95	17.9
3. Extent of Handicap of Students (Multiple Responses Allowed)		
Marginally Handicapped	305	57.3
Mild/Moderate Handicap	399	75.0
Severely Handicapped	238	44.7
Gifted and Talented	132	24.8
Other, All Students, Blank	55	10.3

Table 5

Number of Respondents Working With

Each Special-Education Group

Category	F N=532[a]	%
Learning Disabled	334	62.8
Mentally Retarded	283	53.2
Emotionally Disturbed	252	47.4
Speech Impaired	234	44.0
Hearing Impaired	203	38.2
Multihandicapped	181	34.0
Visually Impaired	175	32.9
Orthopedically handicapped	164	30.8
Other Health Impaired	146	27.4
Gifted and Talented	132	24.8
All or Many Kinds of Handicapped Students, Non-Categorical	195	36.7
"All students", handicapped and others.	47	8.8
Other, Blank	25	4.7

[a] Respondents could check all applicable categories; many indicated that they worked with several or all kinds of special education students.

region, organization (building, district and state), and educational role (teacher or administrator). The sample also has a wide age range and an adequate balance of males and females. The sample includes persons who are working with handicapped students at a variety of grade levels, in different school settings, and with differing degrees of handicap. The nature of special-education teaching leads to much overlap in categories since teachers and administrators may be concerned with many types of students located in a variety of teaching settings. This made it difficult to classify educators by type of student served.

For this study, the group of special-education professionals was compared with two other groups (career/vocational educators and social-studies educators) who had formed the major part of a previous data-collection effort. From these original groups, respondents were eliminated who specifically reported that they worked in other subject areas or for whom missing data included the two major variables (subject area and educational role). Also eliminated were those identified as school-board members. The response rate for the the original group of professional educators, including both career/vocational and social studies, was approximately 58%. After the above reduction, this comparison group of 1179 represented approximately 50% of the original sample.

RESPONSE RATE IMPLICATIONS

The response rate for the questionnaire sent to special educators was 50 percent, obtained through an original mailing and two follow-up mailings to non-respondents. Two questions about the respondent group are raised by the fact that 50 percent of the sample was unaccounted for. First, how comparable is the respondent group of special educators with the other two respondent groups. Second, how representative of the entire sample of special educators is the respondent group?

The comparability of the three groups--special educators, career/vocational educators, and social-studies educators--is indicated by several facts. Each sample was drawn from the same source--the mailing lists of the same organization. Each sample was formed by similar techniques and used the same subgroupings (building-level teachers, district-level supervisors). Each group was made up of approximately equal numbers of persons identified as working at the district level and the building level. In addition, each group was supplemented by representation from state-level administrators. There was a higher percentage of state level respondents in the career/vocational and social-studies comparison groups, while the special-education group evidenced more respondents at the district level. However, both state and district level personnel consider themselves to be administrators or supervisors; when educational role, rather than organizational level, is considered, each of the three groups was very similar in the ratio of administrators/supervisors to teachers/counselors (as shown in Table 6). Since items on age and sex of respondents were not included on early forms sent to respondents in the career/vocational educator group, these data are available for only a portion of this sample. A comparison of the three groups (Table 6) showed a greater percentage of females among special-education respondents. No significant difference was found in mean age of respondents in the three groups.

Because of similarities in method of obtaining the samples, in most characteristics of respondents, and in response rate, it seems appropriate to draw comparisons among the three groups of educators. It also seems necessary to include sex of respondent as a factor in the analyses.

The question remains of the validity of results <u>within</u> the new sample of special educators. How representative are the views of those who responded? One estimate can be obtained from a study of the consistency of responses and of respondent characteristics over time. If late responses (and late responders)

Table 6

Number of Respondents by

Specialty and Other Demographic Characteristics

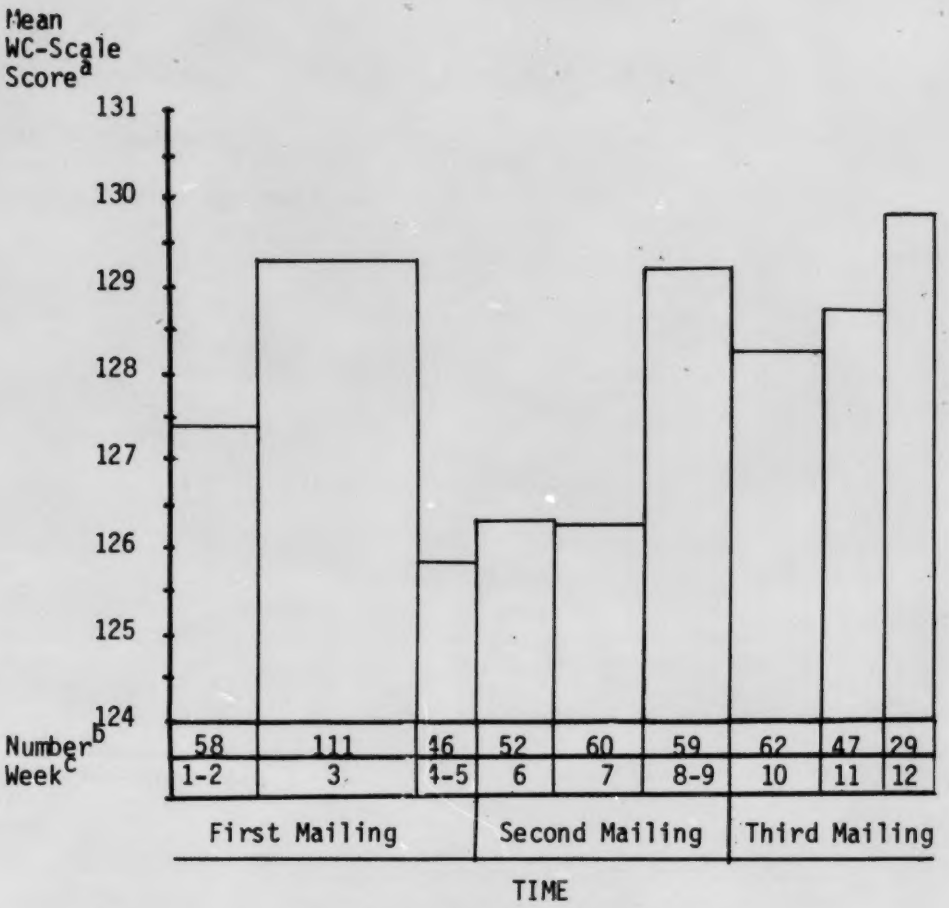
Category	Group: Special Education N=532 f	%	Career/ Vocational N=674 f	%	Social Studies N=505 f	%	Chi-Square Test
Building level	249	46.8	307	46.6	266	53.1	24.524***
District level	249	46.8	263	40.0	180	35.9	
State level	34	6.4	88	13.4	55	11.0	
Other	-	-	(16)		(4)		
Teacher, Counselor Resource Specialist	235	44.5	308	45.7	232	45.9	0.253 n.s.
Administrator Supervisor	293	55.5	366	54.3	273	54.1	
Other	(4)	-	-	-	-	-	
Male	300	56.8	161	72.2	379	75.2	42.76***
Female	228	43.2	62	27.8	125	24.8	
Not Stated	(4)		(451)		(1)		

*** $p < .001$

are similar to those received earlier, it provides some assurance that additional responses would not affect the overall results.

When the major research variable, the WC-scale score, is examined over time (Figure 1), only slight changes in mean score are shown over the full time period. There appears to be a slight dip in scores during the middle of the time period while mean scores for the final weeks level off at a point close to both the overall mean and the mean for the first three weeks. Chi-Square tests show no significant difference in mean WC-scale score between mailings for the total group or for any subgroups (region, building/district, educational level, or sex).

Table 7 shows a consistency in the number of respondents in major categories during each mailing. The overall evidence suggests that there is no prevailing trend over time and that the best estimate of scores or characteristics of any additional respondents would be close to the mean or typical category for the group or subgroup.



Note: Width of each bar is proportional to number of respondents with valid WC-scale scores in that time interval.

[a] Maximum possible score = 203. Minimum possible score = 36.
[b] N=524 = number with valid WC-scale Scores
[c] Weeks with low rates of returns have been combined

Figure 1

Mean WC-Scale Score Over Time

Table 7

Number of Respondents in Each Category

Over Three Mailings

Category	Number of Respondents			Chi-Square test
	Mailing			
	first N=216	second N=175	third N=141	
Far West Region	112	84	78	1.69 n.s.
Other Region	104	91	63	
Building level	100	83	66	0.70 n.s.
District level	101	83	65	
State	15	9	10	
Teacher/counselor	92	78	65	0.80 n.s.
Administrator	123	94	76	
Missing	(1)	(3)	(0)	
Male	126	100	74	1.296 n.s.
Female	88	74	66	
Not stated	(2)	(1)	(1)	

RESULTS

HOW "WORK-POSITIVE" ARE PROFESSIONALS IN SPECIAL EDUCATION?

Items on the work-concepts scale (WC-scale) were chosen because they can be scored on a work-positive/work-negative dimension. The work-concepts scale score indicates the extent to which the respondent accepts traditional values about work--a higher score represents a more work-positive position. The item content of the work-concepts scale is described in Table 1.

After elimination of questionnaires with four or more (of 36) missing responses, 1685 valid WC-scale scores remained for analysis. Where fewer than four items were missing, the respondent's mean item score was substituted for any missing datum. Three subjects in the special-education group were eliminated from some analyses because their educational role was not known. As shown in Table 8, the grand mean for 1682 respondents was 128.11 (out of a possible score of 203) with a standard deviation of 12.60. The range of scores was from 73 to 165. Although individual opinion did vary considerably, the total group of educators held a view that was more "work-positive" than "work-negative," as represented by this set of items.

A comparison was made of the WC-scale scores of the three subject-area groups (special education, career/vocational education, and social-studies education). Included was the effect of educational role (teacher/counselor or administrator/supervisor). Table 8 shows mean scale scores when considering both subject area and educational role. Special education professionals as a group fall between the other two subject area groups--more positive than the social studies group and less positive than the career/vocational group. Since the two comparison groups were originally chosen in the belief that they

Table 8

WC-Scale Mean Scores by Subject Area

and Educational Role of Respondents

Group	N	WC-Scale Score	
		Mean	s.d.
Total [a]	1682	128.11	12.60
Subject Area			
Special Education	521	127.98	12.68
Career/Vocational	667	129.89	12.17
Social Studies	494	125.86	13.30
Educational Role			
Teacher	767	126.70	12.30
Administrator	915	129.30	13.04
Educational Role within Subject Area			
Special Education			
Teachers	233	126.24	12.55
Administrator	288	129.39	12.62
Career Vocational			
Teachers	306	128.12	11.84
Administrator	361	131.38	12.25
Social Studies			
Teachers	228	125.27	12.48
Administrator	266	126.36	13.96

Note: Teacher category includes counselor and resource specialist. Administrator category includes administrative support and supervisor

[a] The total group consists of all respondents with valid WC-scale score for whom information on Educational-role category was available.

might represent opposite poles on the continuum of opinion about work, it is logical that the special-education group is in an intermediate position.

The effect of educational role is also demonstrated in Table 8. When the total group (all subject areas) is compared by educational role it is found that administrators and supervisors are more work-positive than teachers. The same kind of difference is also shown within each subject area. Although the mean scores differ, for each subject area administrators score higher on the work-concepts scale than do teachers.

A statistical analysis of the data in Table 8 is presented in Table 9. A two-way analysis of variance was used to identify the effect of subject area and educational role on the work-concepts score; it showed a highly significant difference among the groups in work-concepts scale scores. Both subject area and educational role contributed to these differences--the F test for each source was highly significant. The interaction was not significant. Significant differences were found between the three subject-area means, based on a one-way analysis of variance and the Duncan Multiple Range test.

It appears, therefore, that special-education professionals have work concepts scores that differentiate them as a group from career/vocational educators and social-studies educators, placing them in an intermediate position. There is no indication that special educators have extreme attitudes, of either a positive or negative nature, but that they probably are closer to the total population mean (if, in fact, this falls between that of the two comparison groups). It also appears that the tendency of administrators to be more work-positive or traditional in their views is operating independently of the subject matter specialty. (It should be noted, however, that the difference between social-studies teachers and administrators is less than that for each of the other groups.) It is also evident that the differences in total score

Table 9

Analysis Of Variance For WC-Scale Score

By Subject Area And Educational Role

Source	D.F.	Sum of Squares	F-value
All Groups	5	7,803	9.83***
Error	1,676	266,135	
Corrected Total	1,681	273,938	
Subject Area	2	4,392	13.83***
Educational Role	1	2,568	16.17***
Subject x Educational Role	2	388	1.22

***p < .001

among groups, although statistically significant, may be of little practical significance. The maximum mean difference between groups (see Table 8) is only six points (from 125.27 to 131.38) on a scale with a range from 36 to 203 points. This is the equivalent of one-point difference on six items with no difference on the other thirty items. An examination of group responses to individual items may provide further clarification of the meaning of these small statistical differences in the work-concepts scale scores.

HOW DO THE WORK CONCEPTS OF PROFESSIONALS IN SPECIAL EDUCATION DIFFER FROM THOSE OF OTHER EDUCATORS?

It has been demonstrated that the work-concepts scale score of the special-education group is significantly higher than that of the social-studies group and significantly lower than that of the group of career and vocational educators. In what ways do these three groups differ in their work-concepts? An examination of item responses by the three groups was undertaken in order to learn more about the nature of differences among the three groups. A factor-analytic technique was used to group items, resulting in a reduction of the thirty-six items in the WC-scale to six subgroups of interrelated items. Although these subgroups of items are not formally treated as subscales or factors, they are used as the basis of a discussion of the perceptions about work of the three respondent groups. The discussion will also deal with selected survey items that were not included in the WC-scale but that aid in clarification of a specific subgroup of items.

The Positive Value of All Work

This group of seven items presents a highly positive picture of work: all work has dignity; few jobs are dehumanizing or serve no real human need; almost everyone who makes the necessary effort can find a satisfactory occupation; and schools should motivate students to find fulfillment through career success. As a group, this set of items correlates .59 with the total 36 item scale. Means for the set of seven items for each of the three groups are presented in Table 10.

The response pattern for the three respondent groups to this set of items is similar to that for the total scale; on most items the career educators had the highest mean score with social-studies educators having the least positive position. Most of the items showed only non-significant differences

Table 10

Associated Items Illustrating

The Positive Value Of All Work

Item Number	Item Content (number of alternatives inuparenthesis)	Correlation		Means for Subject-area groups			F-value
		With set of items	With WC-scale	Special Education	Career/ Vocational	Social Studies	
1A	All work has dignity (7)	.42	.26	5.36	5.39	5.23	n.s.
1B	Few jobs are dehumanizing (7)	.44	.31	5.57	5.60	5.52	n.s.
1C	Proportion of such jobs decreasing (7)	.43	.34	4.34	4.49	4.37	n.s.
4A	Few jobs serve no human need (7)	.43	.37	5.39	5.41	5.37	n.s.
4B	Proportion of such jobs decreasing (7)	.40	.38	3.69	3.84	3.58	5.76**a
12	Everyone can find satisfactory job (7)	.43	.34	5.15	5.51	4.83	26.01***b
14E/I	School should prepare for careers (7)	.25	.19	4.47	4.53	4.23	11.37***c
	Set of seven scale items	-	.59	34.08	34.90	33.23	17.76***b

Note: See Appendix for full text of item.

[a] Mean for special-education group significantly different from mean for career/vocational group.
[b] All means significantly different.
[c] Mean for special-education group significantly different from mean for social-studies group.

**p < .01
***p < .001

among the respondent groups. There was a wider spread of scores on an item rating the proportion of jobs serving no real human need, with those in the special-education group again expressing a moderate, intermediate view.

Item 12, on career choice, showed the greatest difference among mean ratings of any item on the WC-scale and, perhaps more than any other, demonstrates the direction of the differences among the three groups, with the special educators again taking the middle position. Those in special education are more positive than social studies educators about the possibilities of persons being able to find, through their own efforts, a satisfying occupation. Career and vocational educators are the most positive.

Those in special education and vocational education have a similar interest in promoting career motivation in students (with the vocational group a little higher); social-studies educators were somewhat more likely to believe that the school should prepare students for fulfillment outside of work. This derived item, created by taking the difference between items on the role of the school in career and non-work preparation (Items 14E,14I), had a relatively low correlation with the total scale.

On the whole, this sub-group of items shows the same relationship as does the total scale among the three groups of respondents. It should be noted that all groups present a generally positive attitude toward work through these items.

Personal Action for Job Success

This strong set of items correlates well with the total scale both individually and as a group. As shown on Table 11, the set correlates .55 with the total scale. The items stress the importance for job success of doing good work, working hard, showing personal initiative, and being inventive or creative. Also associated is an item on "personal planning and choice" as the

Table 11

Associated Items Illustrating

Personal Action for Job Success

Item Number	Item Content (Number of alternatives in parenthesis)	Correlation With set of items	Correlation With WC-scale	Means for Subject-area groups: Special Education	Career/ Vocational	Social Studies	F-value
	Importance of:						
11A	Doing good work (5)	.64	.46	4.19	4.31	4.11	9.16***[a]
11B	Working hard (5)	.64	.41	3.90	3.95	3.82	3.13*
11H	Showing personal initiative (5)	.66	.43	4.22	4.30	4.11	6.49**
11I	Being inventive or creative (5)	.65	.40	3.85	3.84	3.74	n.s.
13A	Personal planning and choice (5) as a determiner of occupation	.37	.30	3.29	3.12	3.18	6.12**[b]
	Set of five scale items	-	.55	19.45	19.53	18.96	5.09**[c]
	Related non-scale items						
	Importance of:						
13B	State of the economy (5)	-	-	3.56	3.54	3.51	n.s.
13C	Influence, family/friends (5)			3.66	3.82	3.65	8.81***[a]
13D	Family circumstances (5)			3.62	3.64	3.57	n.s.

Note: See Appendix for full text of item

[a] Mean for Special Education group significantly different from mean for career/vocational group.
[b] Mean for Special Education group significantly different from mean for other groups.
[c] Mean for Special Education group significantly different from mean for social studies group.

*p < .05
**p < .01
***p < .001

most frequent determiner of occupational choice. The items appear to concentrate on the ability of the individual to advance through acting in his/her behalf.

As in the set of items described previously, these items as a sub-group show the same relationship among the three groups of respondents as does the total scale. However, there are more significant differences (four out of five items), and one of the items shows differences in a reverse direction, with the special education group scoring highest. This item, on personal planning and choice, was rated highest by special educators and lowest by career-vocational educators. It should be noted, (see Table 11) that other items not included in the WC-scale indicate that all three groups rated other factors (the economy, family and friends, family circumstances) as more important determiners of occupation than personal planning and choice.

Changing Values About Work

As shown in Table 12, these six items showed little ability to differentiate among the three groups. The social studies group had a slightly higher mean score on the set of items. The items as a set correlated .47 with the total WC-scale score.

Unimportant Factors in Holding and Succeeding at a Job

This group of items suggest negative aspects of job success. The items were all reverse-scored on the WC-scale; that is, the "work-positive" direction was considered a rating of "not important" or "infrequent". Individual items are moderately correlated with the scale as a whole, and the set of six items has a correlation of .55 with the scale, as shown in Table 13.

Some changes from the previous pattern emerge from this set of items. The special-education group rated these items the highest--that is, they felt that such factors as luck, manipulating other people, and dissatisfaction over inequity in pay were relatively unimportant factors in job success.

Table 12

Associated Items Illustrating

Changing Work Values

Item Number	Item Content (Number of alternatives in parenthesis)	Correlation With set of items	Correlation With WC-scale	Means for subject-area groups: Special Education	Means for subject-area groups: Career/ Vocational	Means for subject-area groups: Social Studies	F-value
	Amount of change in the belief:						
5A	Being "a good provider" (4)	.50	.29	2.63	2.61	2.74	3.88*
5B	"hard work builds character" (4)	.51	.33	2.15	2.15	2.11	n.s.
5C	"standing on own feet" (4)	.54	.32	2.47	2.42	2.39	n.s.
5D	Competitive status weeking (4)	.47	.21	2.64	2.64	2.75	n.s.
5E	"workaholics" (4)	.49	.30	2.44	2.38	2.48	n.s.
8	People would work if they didn't need to (5)	.36	.30	2.49	2.56	2.53	n.s.
Set of six scale items		-	.47	14.81	14.77	15.01	0.93 n.s.

Note: See Appendix for full text of item

*p < .05: mean for special education group significantly different from mean for social studies group.

Table 13

Associated Items Illustrating Unimportant

Factors in Holding and Succeeding in a Job

Item Number	Item Content (Number of alternatives in parenthesis)	Correlation With set of items	Correlation With WC-scale	Means for subject-area groups: Special Education	Career/ Vocational	Social Studies	F-value
	Lack of importance of:						
9B	Inequity in pay as source of dissatisfaction (5)	.32	.22	2.28	2.28	2.25	n.s.
11J	Subordinating personal values (5)	.48	.31	3.03	2.97	2.84	3.66*[a]
11K	Knowing the right people (5)	.62	.44	2.37	2.37	2.23	n.s.
11L	Manipulating other people (5)	.60	.47	3.11	3.17	2.93	5.64**[a]
11M	Luck (5)	.54	.34	3.37	3.35	3.19	3.19*[a]
13E	Chance as a determiner of occupation (5)	.38	.26	3.14	3.00	3.10	3.16*[b]
Set of Six scale items		-	.55	17.31	17.13	16.52	4.91**[a]

Note: See Appendix for full text of item

[a] Mean for special education group significantly different from mean for social studies group.
[b] Mean for special education group significantly different from mean for career/vocational group.

*p < .05
**p < .01

Work is Central to Life and A Basic Source of Self-Esteem

The set of items represented in Table 14 is concerned with the importance of work as a source of personal identity and self-esteem and with the concept of "centrality"--that work is the central interest in life for most individuals. The set of items had a correlation of .51 with the total scale.

It is clear from a study of Table 14 that the special-education group rate these items lower than do the other groups. Three F-values for individual items differentiate between special educators and the other groups. The F-value for the set of five items is also highly significant. It appears that those working in special education are less inclined to see work as the basic source of interest and identity. This does not imply that they are negative about the value of work, as has been seen in other item groups and as will be shown more specifically in the next set of items. It does seem to indicate that this group of educators has a broader vision of work as a valuable part of life while, at the same time, recognizing that its centrality may vary for individuals.

Non-Monetary Aspects of Job Satisfaction

In contrast to the rather clear combinations of items found in other sets, this group of items shows some contradictions. As a whole, it correlates sufficiently with the total scale as shown in Table 15. However, two of the items have low correlation with the scale; in fact, when the seven items emerged as a factor, those two items were reversed (loading negatively on the factor). It appears, therefore, that this particular set of items is demonstrating something more than a work-positive/work-negative attitude.

An examination of the means for the three groups provide some clarification. The survey included five items rating the importance of different areas

Table 14

Associated Items Illustrating Work

As Central In Life And As A Major Source Of Self Esteem

Item Number	Item Content (Number of alternatives in parenthesis)	Correlation		Means for subject-area groups			F-value
		With set of items	with WC-scale	Special Education	Career/ Vocational	Social Studies	
2A	Work as central life interest (7)	.48	.34	3.95	4.35	4.04	7.91***a
2B	Most workers consider central (7)	.38	.33	3.91	4.13	4.07	4.31*b
2C	The proportion of such workers increasing (7)	.35	.29	3.59	3.57	3.50	n.s.
3A	Personal identity, self-esteem from job (7)	.53	.22	3.72	4.21	3.94	10.04***a
3B	Importance as determiner of self-esteem is increasing (7)	.47	.27	3.77	3.79	3.72	n.s.
Set of five scale items		-	-	18.94	20.07	19.27	10.88***a

Note: See Appendix for full text of item

[a] Mean for special education group significantly different from mean for career/vocational group.
[b] Mean for special education group significantly different from mean for other groups.

*p < .05
***p < .001

Table 15

Associated Items Illustrating

Non-Monetary Aspects of Job Satisfaction

Item Number	Item Content (Number of alternatives in parenthesis)	Correlation With set of items	Correlation With WC-scale	Means for Subject-area groups: Special Education	Career/ Vocational	Social Studies	F-value
	Importance of:						
6B	The work itself (5)	.43	.28	4.10	4.04	4.03	n.s.
6D	Benefits to people who use (5)	.47	.30	3.04	2.78	2.79	10.21***a
6E	Identity as a person (5)	.47	.30	3.95	3.91	3.77	4.74**b
7A	Most workers get non-monetary satisfaction (7)	.48	.39	3.95	4.10	3.83	5.75**
7B	Proportion increasing (7)	.39	.31	3.93	4.06	3.94	n.s.
	Unimportance of:						
9G	Lack of control over work (5)	-.31	.22	2.34	2.41	2.37	n.s.
9K	Recognition for work done (5)	-.29	.18	2.25	2.37	2.31	n.s.
Set of seven scale items			.61	23.58	23.69	23.07	4.74**b
	Related non-scale items						
	Importance of:						
6A	Money (5)			4.29	4.19	4.31	3.79*c
6C	Interaction with co-workers (5)			3.93	3.72	3.70	10.77***a
	Unimportance of:						
	Products or services serve no human need (5)			3.31	3.47	3.55	7.31***a

Note: See Appendix for full text of item

*p < .05
**p < .01
***p < .001

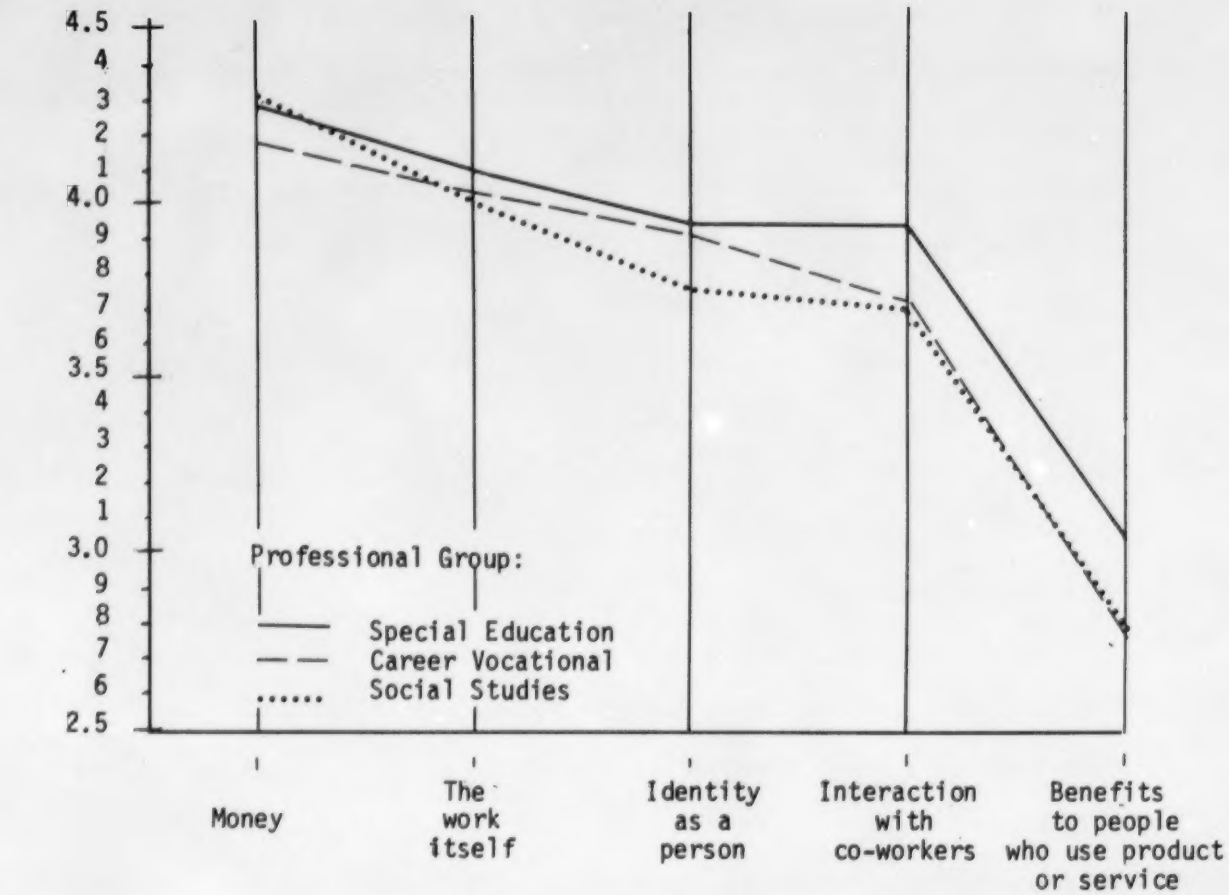
[a] Mean for special education group signficantly different from mean for other groups.
[b] Mean for special education group signficantly different from mean for social studies group.
[c] Mean for special education group signficantly different from mean for career/vocational group.

of job satisfaction. Three of these items appeared on the work-values scale and are shown at the top of Table 15. The other two items (ratings of money and social interaction) are shown at the bottom of Table 15. It can be seen that the special-education professionals rated higher than other groups all four items dealing with non-monetary job satisfaction. Three of these four items had large F-values showing the special-education group to have scored significantly higher. Figure 2 presents this information graphically. It can be seen that all groups give similar priorities to the relative importance of the five sources of job satisfaction but that the special-education groups are more positive about interaction with co-workers and benefits to other persons from their work.

The special-education group also was more concerned than either of the other groups about the importance of certain kinds of job dissatisfaction--lack of control over working conditions, lack of recognition for how they do the job, and providing products or services that serve no human need. It appears that, according to special educators, these are important elements in causing job dissatisfaction.

This set of items provide some evidence that those working in special education place a different emphasis on some aspects of work. It might be said that they take a more humanitarian or socially-oriented approach, as opposed to a self-oriented, positive-negative dimension. The other two groups appear more polarized on the dimension of personal success and achievement through hard work as opposed to self-fulfillment, "doing one's own thing," and chance. It should be emphasized that differences between these groups are not great and that only a tendency to approach one pole is noted.

Special-education professionals place somewhat less emphasis on the centrality of work, but they place greater emphasis on the satisfactions to be gained from interacting with co-workers and providing needed benefits and



NOTE: Only part of the scale range is depicted on the vertical axis. The 5-point scale offers choices from 1 (not at all important) to 5 (very important). The scale midpoint (3.0 in the figure) represents the value 'fairly important'.

Figure 2

Group Profiles of Professional Educators From Three Subject Area Specialties Based On Ratings of Five Sources of Job Satisfaction

services to others. There doubtless are many dimensions to work and many ways to be "work-positive." It may be that special-education professionals show through their own work and through the beliefs that they impart to their students that part of the value of work is found in many satisfactions related to working for the welfare and betterment of the human condition.

THE ROLE OF THE SCHOOL

Respondents were asked to consider nine functions that might be performed by the schools and to rate each (1) on a five-point scale from low to high priority, and (2) on a five-point scale of current effectiveness from not-at-all to very effective. The data are summarized in Table 16 in which groups are indicated by abbreviations: Special education by SE, career/vocational by CV, and social studies by SS. The nine roles have been arranged in descending rank order as placed by the special-education group. It can be seen that the ranks for priorities are quite similar for the three groups.* All of the means for current effectiveness were lower than those for priorities. For those functions ranked higher in priority, there was usually more discrepancy between estimates of priority and current effectiveness than for lower-priority items.

The need for basic-skills competency (reading, writing, and computing) was given first priority by all three groups, who also saw the schools as fairly effective. The discrepancy between priority and effectiveness was greater for several other items. All three groups saw the items ranked 2, 3, and 4 (Table 16) as the areas in which most improvement is needed. These functions are focused on the development of generalized coping and competency

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*The rank order for the special-education and social studies groups differ only in that the groups reversed the order of 2 items--this is an almost perfect rank correlation.

Table 16

Nine School Functions Rated by

Priority and Current Effectiveness

Item	Priority						Difference between mean for priority and mean for effectiveness now[a]		
	Rank			Mean (5 point scale)					
	SE	CV	SS	SE	CV	SS	SE	CV	SS
Develop competency in reading, writing, and computing.	1	1	1	4.68	4.73	4.76	-1.51	-1.72	-1.63
Develop competency in making decisions.	2	4	2	4.42	4.37	4.43	-2.14	-2.04	-1.99
Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment.	3	2	3	4.36	4.45	4.22	-1.95	-1.95	-1.59
Prepare students with realistic expectations of what they will actually face in the working world.	4	3	4	4.29	4.42	4.16	-2.07	-2.10	-1.81
Motivate students to achieve career success at levels as high as their aptitudes will allow.	5	6	5	4.16	4.24	4.07	-1.75	-1.79	-1.55
Help students make appropriate career choices and plans.	6	5	7	4.11	4.34	3.83	-1.71	-1.84	-1.25
Prepare students to find self-fulfillment in pursuits other than paid employment.	7	8	6	3.68	3.71	3.83	-1.39	-1.29	-1.47
Develop specific competency geared to particular occupations.	8	7	8	3.58	3.77	3.25	-1.18	-1.12	- .63
Help graduates locate and obtain paid employment.	9	9	9	3.08	3.57	2.93	-1.06	-1.37	- .84

Note: Subject area groups are represented by SE (Special Education), CV (Career/Vocational education), and SS (Social Studies)

[a] All means for effectiveness were lower than means for priority.

skills such as making decisions and developing values, attitudes, habits and realistic expectations that will be useful in prepration for the working world.

Seen as somewhat less important are items related to more specific career education, whether aimed toward career plans and career motivation or toward self-fulfillment other than in paid employment. Lowest priority was given to items concerned with specific preparation for and placement on a job. Although minor differences can be noted among some items, the three groups of respondents were very similar in their conceptions of the role of the school.

When the three groups were asked to consider the future effectiveness of the schools, the career/vocational educators felt most positive, as shown in Table 17. Moreover, all three groups ranked the influence of family, peers, and the media as higher than that of the school.*

In summary, it appears that the three groups showed very similar ranking of school priorities and agreement on the relative effectiveness now of these functions. Most in need of improvement were functions focused on the development of general coping and competincy skills such as making decisions and developing values, attitudes and realistic expectations.

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*It should be noted that the opinion of these educators on worker organizations, such as trade unions and professional associations, reflected the overall scale scores. Career/vocational educators were more positive about the effectiveness of such organizations in improving wages, benefits, and working conditions.

Table 17

Importance Of The Schools

As An Influence on How Students View Work

Item	Means Subject-area groups			F-value
	Special Education N=516	Career Vocation N=486	Social Studies N=662	
How effective could schools become as influence on how students view employment	3.65	3.89	3.54	21.56***[a]
How important are the following factors as influences:				
Family	4.26	4.30	4.23	n.s.
Peers	4.09	4.14	4.13	n.s.
Media	3.35	3.29	3.42	n.s.
Schools	3.05	3.19	3.03	4.63**[b]

[a] All means significantly different
[b] Mean for special education group significantly different than for career/vocational group.

**p < .01
***p < .001

DIFFERENCES WITHIN THE GROUP OF SPECIAL EDUCATION PROFESSIONALS

The National sample of special-education professionals had been chosen originally to provide equal representation from those within and outside the geographic region served by Far West Laboratory. Was there a difference in WC-scale scores related to the region of the respondent? Table 18 shows regional differences in means on the WC-scale that are smaller than differences attributable to educational role. Table 18 also shows differences in numbers of male and female respondents for the regional- and educational-role breakdown; the Far West region had more male administrators and these had higher WC-scale scores than others within the region.

A statistical summary of this information, in Table 19, shows that the major source of variance is the educational role of respondents. There was no significant difference as to either region or sex of respondent and no significant interactions, although that between educational role and sex was close to significant. It appears that within the special-education group the major source of variance is educational role. Therefore, there is no indication of major differences in opinions about work, as measured by the WC-scale, between professionals in special education in the Far West region and those in other parts of the country.

The Far West region can be further subdivided into three geographic areas: Northern California, Nevada (except for Clark County), and Utah. The means for these geographic areas, along with further breakdowns for the type of work within each area are shown in Table 20. The Nevada respondents constitute too small a group to use for valid statistical comparison; however, it can be noted that once again the administrators have higher scores--in this instance, the highest scores of any group. Mean scores for California respondents, both teachers and administrators, were more negative than those for either group of Utah respondents.

Table 18

WC-Scale Means of Professionals in Special Education

by Region, Educational Role and Sex of Respondent

Group	N	WC-Scale Score	
		Mean	s.d.
Total	521	127.98	12.68
Region			
Far West Region	268	127.75	12.77
Other Region	253	128.23	12.59
Educational Role			
Teachers/counselors	233	126.24	12.55
Administrators	288	129.39	12.62
Sex			
Male	294	128.54	11.87
Female	223	127.42	13.52
Educational Role within Region			
Far West			
Teachers	123	125.33	12.72
Administrators	145	129.79	12.50
Other Region			
Teachers	110	127.25	12.34
Administrators	143	128.98	12.78
Sex Distribution within Educational Role and Region			
Far West Region			
Teachers/counselors			
Male	60	125.22	11.61
Female	62	125.60	13.84
Administrators			
Male	114	130.90	11.88
Female	31	125.71	14.03
Other Region			
Teachers/Counselors			
Male	36	125.11	12.35
Female	73	128.36	12.36
Administrators			
Male	84	129.18	11.12
Female	57	129.14	14.29

Table 19

Analysis of Variance for WC-Scale Score

By Region, Educational Role and Sex of Respondents

Source	D.F.	Sum of Squares	F-Value
All Groups	7	2,245	2.24*
Error	509	79,527	
Corrected Total	516	81,972	
Region	1	131.30	0.84
Educational Role	1	783.78	5.02*
Sex	1	17.83	0.11
Region x Ed. Role	1	6.21	0.04
Region x Sex	1	444.41	2.84
Ed. Role x Sex	1	541.97	3.47
Region x Ed. Role x Sex	1	36.25	0.23

* $p < .05$

Table 20

Mean WC-Scale Scores for Respondents

From Within the Far West Laboratory Region

Group	N	WC-Scale Score	
		mean	s.d.
Far West Region			
California	208	126.61	12.94
Nevada	19	127.63	11.28
Utah	42	133.36	11.09
Teachers and Administrators ranked by mean score			
Nevada teachers	13	123.31	10.80
California teachers	92	124.34	13.13
California Administrators	115	128.44	12.60
Utah teachers	18	131.89	10.09
Utah Administrators	24	134.46	11.88
Nevada Administrators	6	137.00	4.86

A statistical comparison of the scores of Utah and California respondents is shown in Table 21. The geographic area (Utah or California) was responsible for most of the variance. In this instance, the type of work did not contribute significantly to the variation in score. Teachers and administers in Utah had more traditional additudes toward work. This was the only instance among the comparisons where another characteristic was stronger than the educational role variable. It appears that there are definite differences between the California and Utah respondents, rooted in the cultural differences between the two areas. It is, of course, not known if these differences would also be true for career/vocational and social-studies educators, but it does offer some evidence for the importance of geographic location as a determinant of attitudes of school professionals.

Other analyses of respondent characteristics showed no important differences. The age of respondent did not appear to have a systematic effect on scores. It was not possible to collect respondents into clearly defined groups on the basis of the type of students with whom they were concerned. Most respondents indicated that they worked with more than one kind (in some cases, many or all kinds) of special-education student. Because of this, it was not possible to assess differences in scores related to the type of student with whom the educators worked. An analysis of variance showed no major differences related to school setting--regular, special class, or special school--in the total group or when classified by educational role.

It appears, therefore, that the major difference among special-education professionals in this study is related to the type of work (educational role) and, <u>within</u> the Far West Lab region, to the geographic area of the respondent.

Table 21

Analysis of Variance for WC-Scale Score by Educational Role and Geographic Area (Northern California and Utah)

Source	D.F.	Sum of Squares	F-Value
All Groups	3	2,515	5.30**
Error	245	38,765	
Corrected Total	248	41,280	
Geographic Area	1	1576.01	9.96**
Educational Role	1	381.62	2.41
Geo. Area x Ed. Role	1	20.23	0.13

** $p < .01$

SUMMARY AND CONCLUSIONS

This study has examined the opinions about work held by professionals in special education and compared them with the views of their colleagues. It found that 1685 educators from three subject area fields--special education, career/vocational, and social studies--held generally positive views about work in America, as measured by a mail survey. On a thirty-six item scale (WC-scale) with a top score of 203 points (formed from survey items that could be assigned a work-positive dimension), the mean score for the total group of educators was 128.22 with a standard deviation of 12.60. The mean score on the WC-scale for the professionals in special education was found to be about two points higher than that for the social-studies group and two points lower than the mean for the career/vocational group. The means for the three groups were significantly different.

Other differences were also noted. There was a range of scores from 73 to 165, with each subject-area group contributing both high and low scores. The overall central position of the group from special education does not preclude the presence in each group of persons with widely differing views.*

The effect of educational role was found to be stronger overall than that of subject area; within each subject area administrators (including supervisors and administrative-support personnel) were found to have more positive attitudes toward work than those working more closely with students (teachers, counselors, and resource specialists). Within the special-education group, those residing within the Far West region did not have significantly different

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*See Peterson (1979) for an analysis of response patterns of high, moderate and low scores on the WC-scale, using respondent groups from career/vocational education and social-studies education.

WC-scale scores from those from outside the region. However, a comparison of respondents from Northern California and Utah showed significantly higher scores for teachers and administrators from Utah.

Compared with the responses of those in social studies and career education, the group of special educators maintained its moderate, intermediate position on the dignity and meaning of all work, success based on hard work and initiative, the effectiveness of worker organizations in promoting better wages and working conditions, the potential effectiveness of the schools in determining work attitudes, and the feasibility of all students who make the necessary effort finding a suitable occupation. This constellation of items appears to represent the conventional work-positive dimension most strongly supported by those from career/vocational education, and least supported by educators in social studies.

In contrast to the other two groups, those in special education were relatively more positive about non-monetary factors in job satisfaction, such as interaction with co-workers and providing benefits to others who use the product or service. As a group, they tended to downplay the negative aspects of work, such as the need to manipulate other people, and they supported the importance of determining an occupation through planning and choice rather than through chance. They also were less likely to feel that one's occupation was the central interest in life and the basic source of self esteem. As a group, they appear to see the satisfaction that can be gained through work, while realizing that work is only part of life and that there are other sources of self esteem and identity.

Teachers and supervisors with various subject matter specialties appeared to have very similar ideas about the current needs of the school in the area of preparing students for work. They saw the schools as relatively ineffective

in several functions that they perceived as important--especially in developing behaviors, attitudes, and perceptions needed to operate successfully in the working world. These were seen as concerns of all educators, and were shared alike by all who would work on the task of equipping young people for the transition from school to work.

Through this comparison of three subject-area groups, it has been possible to gain some insights into the many and varying dimensions that are encompassed in the concept of work values. It appears that those in special education have a more socially-oriented approach to work, reflecting both their own professional commitment to serving students and the unique needs of the students themselves. The trend shown in this survey by those from special education toward a more humanistic approach, and toward a belief in the social purposes of work, is a logical outlook for those in special education, supportive both of their own professional needs and the economic and educational progress of their exceptional students.

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APPENDIX

A SURVEY OF OPINIONS ABOUT WORK

Items that are reverse-scored are indicated by 'R'

Items that are included in the WC-scale are circled

A SURVEY OF

OPINIONS ABOUT WORK

The purpose of this survey is to learn what various groups believe about work in contemporary America. You are asked to make personal judgments about such things as the quality of working life, factors that determine the level of job satisfaction among American workers, how people choose and succeed in careers, and the proper role of the schools in preparing young people for work. The requested judgments are not about your own job or your attitudes toward it, but rather about jobs and workers in general. You are asked to use whatever knowledge, experience, intuition, or other clues you have available, to judge the nature and role of work in modern life.

A review of published research on work led us to the conclusion that hard evidence concerning the issues presented in this questionnaire is fragmentary at best and, in many cases, contradictory. There are no clearly "right" or "wrong" answers to the questions posed. You are being asked, therefore, not for your verifiable knowledge, but for your personal opinions and beliefs about work and workers.

The word "worker" is used in this questionnaire to include both blue collar and white collar workers, both supervisors and those who are supervised, highly trained and highly paid professionals as well as unskilled laborers. In all cases we are concerned with conditions only in the United States.

The usefulness of this survey is dependent, of course, on how conscientiously the questionnaire is completed by you and other respondents. Your care and candor will be greatly appreciated.

Please do not place your name on this form. Your responses will remain anonymous and will be reported only in terms of group patterns. When you have completed all items, please return the questionnaire in the postage-paid envelope that accompanied this form.

Thank you very much for your help.

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
1978

FOR EACH ITEM, PLEASE CIRCLE THE NUMBER OF THE RESPONSE THAT MOST CLOSELY REFLECTS YOUR OPINION. USE A PENCIL AND FEEL FREE TO CHANGE YOUR ANSWERS.

PLEASE REMEMBER THAT YOU ARE BEING ASKED TO MAKE JUDGMENTS ABOUT PEOPLE AND JOBS IN GENERAL.

PART I. THE NATURE AND MEANING OF WORK

1. It has been said that "all work has dignity." But it has also been pointed out that many jobs today are so dull, routine, and meaningless that they are "dehumanizing to the worker."

(A.) Please indicate to what extent you agree or disagree with this statement: "Young people should hold the view that all work, no matter how exalted or menial, has dignity."

1 Strongly disagree
2 Disagree
3 Slightly disagree
4 Neither agree nor disagree
5 Slightly agree
6 Agree
7 Strongly agree

(B.) R Considering all jobs that people get paid to do, how many of them do you think could reasonably be characterized as "dehumanizing to the worker"?

1 None
2 Very few
3 Quite a few
4 About half
5 Slight majority
6 Large majority
7 All

(C.) R Do you think the proportion of such jobs is:

1 Decreasing greatly
2 Decreasing
3 Decreasing slightly
4 Staying about the same
5 Increasing slightly
6 Increasing
7 Increasing greatly

2. It has been said that jobs are the central life interest of most people. A contrary view is that the nature of work in modern society is such that most jobs today cannot possibly provide people with a central life interest.

(A.) R Please indicate to what extent you agree or disagree with this statement: "Young people should NOT expect that their occupation will provide a central life interest; they should be prepared to seek it in activities other than paid employment."

1 Strongly disagree
2 Disagree
3 Slightly disagree
4 Neither agree nor disagree
5 Slightly agree
6 Agree
7 Strongly agree

(B.) Among all American workers, how many of them do you think consider their jobs to be their central interest in life?

1 None
2 Very few
3 Quite a few
4 About half
5 Slight majority
6 Large majority
7 All

(C.) Do you think the proportion of such workers is:

1 Decreasing greatly
2 Decreasing
3 Decreasing slightly
4 Staying about the same
5 Increasing slightly
6 Increasing
7 Increasing greatly

A-1

3. It has been observed that in our society, what people do to earn a living plays a powerful role in determining their sense of identity and self-esteem. Some suggest that this places an unreasonable burden on one's occupation as a means of self-fulfillment, and unjustifiably devalues other kinds of human endeavor.

(A.) Please indicate to what extent you agree or disagree with this statement: "Young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations."

1 Strongly disagree
2 Disagree
3 Slightly disagree
4 Neither agree nor disagree
5 Slightly agree
6 Agree
7 Strongly agree

(B.) Do you think the importance of one's occupation as a determiner of personal identity and self-esteem is:

1 Decreasing greatly
2 Decreasing
3 Decreasing slightly
4 Staying about the same
5 Increasing slightly
6 Increasing
7 Increasing greatly

4. It has been said that many jobs today exist to provide products and services that "serve no real human need."

(A.) Considering all jobs that people get paid to do, how many of them do you think could reasonably be characterized as existing to make products or perform services that serve no real human need?

R
1 None
2 Very few
3 Quite a few
4 About half
5 Slight majority
6 Large majority
7 All

(B.) Do you think the proportion of such jobs is:

R
1 Decreasing greatly
2 Decreasing
3 Decreasing slightly
4 Staying about the same
5 Increasing slightly
6 Increasing
7 Increasing greatly

5. It has been said that traditional values are undergoing serious change. Some specific changes that may have occurred in the past 30 years are listed below. Please indicate <u>how much</u> <u>change</u> you think has occurred during the 30-year period since 1947.

		None at all	A little	Quite a bit	A great deal
R (A.)	Being "a good provider" is now less important to a man's self-esteem.	1	2	3	4
R (B.)	It is now less widely believed that "hard work builds character."	1	2	3	4
R (C.)	Less value is now placed on being able to "stand on one's own feet."	1	2	3	4
R (D.)	Competitive status-seeking is now less popular as a means of self-fulfillment.	1	2	3	4
R (E.)	"Workaholics" are now generally viewed less favorably.	1	2	3	4

PART II. JOB SATISFACTION

6. People derive satisfaction from various aspects of their jobs. Considering jobs and workers in general, how important do you think the following factors are in determining the overall level of job satisfaction?

		Not at all important	Slightly important	Fairly important	Important	Very important
A.	Money.	1	2	3	4	5
(B.)	The work itself.	1	2	3	4	5
C.	Interaction with coworkers.	1	2	3	4	5
(D.)	Benefits to people who use the product or service.	1	2	3	4	5
(E.)	Identity as a person.	1	2	3	4	5

7. (A.) How many workers today do you think get substantial satisfaction from non-monetary aspects of their jobs -- that is, from any combination of factors B, C, D, and E in item 6, above.

1 None
2 Very few
3 Quite a few
4 About half
5 Slight majority
6 Large majority
7 All

(B.) Do you think this proportion is:

1 Decreasing greatly
2 Decreasing
3 Decreasing slightly
4 Staying about the same
5 Increasing slightly
6 Increasing
7 Increasing greatly

(B.) Twenty-five years ago a majority of people interviewed in a national survey said that if they suddenly found themselves with enough money to live comfortably for the rest of their lives, they would still continue to work. If asked the same question today, what percentage of people would say they would continue to work?

R
1 Much greater percentage today
2 Greater percentage today
3 About the same
4 Smaller percentage today
5 Much smaller percentage today

9. Considering jobs and workers in general, how important do you think the following factors are in causing workers to be dissatisfied with their jobs?

		Not at all important	Slightly important	Fairly important	Important	Very important
R	A. Workers are underpaid for the work they do	1	2	3	4	5
R	B. Some people are paid too much and others too little for the work they do.	1	2	3	4	5
R	C. Jobs are poorly designed or organized from the workers' point of view.	1	2	3	4	5
R	D. Workers are capable of more complex tasks than their jobs require.	1	2	3	4	5
R	E. Workers are unhappy with other aspects of their lives and this spills over into their jobs.	1	2	3	4	5
R	F. Workers expect more non-monetary satisfaction than jobs could possibly provide.	1	2	3	4	5
R	G. Workers lack control over important aspects of their work situations.	1	2	3	4	5
R	H. The skill level of workers is lower than it should be to do the work expected of them.	1	2	3	4	5
R	I. Workers have negative attitudes toward employers in general.	1	2	3	4	5
R	J. The products or services that result from the work serve no real human need.	1	2	3	4	5
R	K. Workers feel that how well they do their jobs doesn't really make any difference.	1	2	3	4	5

PART III. WORKER ORGANIZATIONS

10. Employee organizations such as trade unions and professional associations serve to protect workers' interests. How effective do you think such organizations are today in bringing about the following kinds of change?

	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective
A. Increasing salaries and wages.	1	2	3	4	5
B. Improving equity between the amount of pay received and the value of the work performed.	1	2	3	4	5
C. Improving fringe benefits.	1	2	3	4	5
D. Improving working environments.	1	2	3	4	5
E. Increasing worker control over important aspects of their work situations.	1	2	3	4	5
F. Decreasing unfair discrimination, based on such factors as race, sex, or age.	1	2	3	4	5
G. Increasing the overall level of job satisfaction.	1	2	3	4	5

PART IV. JOB SUCCESS

11. How important do you think the following factors are in determining success on the job, in terms of such things as praise, raises, and advancement?

		Not at all important	Slightly important	Fairly important	Important	Very important
	A. Doing good work.	1	2	3	4	5
	B. Working hard.	1	2	3	4	5
	C. Being flexible.	1	2	3	4	5
	D. Being likable as a person.	1	2	3	4	5
	E. Conforming to employers' rules of punctuality, grooming, etc.	1	2	3	4	5
	F. Loyalty to the organization.	1	2	3	4	5
	G. Avoiding conflict.	1	2	3	4	5
	H. Showing personal initiative.	1	2	3	4	5
	I. Being inventive or creative.	1	2	3	4	5
R	J. Subordinating personal values and beliefs to those of the employer.	1	2	3	4	5
R	K. Knowing the right people.	1	2	3	4	5
R	L. Manipulating other people.	1	2	3	4	5
R	M. Luck.	1	2	3	4	5

PART V. CAREER CHOICE

12. Please indicate to what extent you agree or disagree with this statement: "If young people made the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation."

1 Strongly disagree
2 Disagree
3 Slightly disagree
4 Neither agree nor disagree
5 Slightly agree
6 Agree
7 Strongly agree

13. How frequently do you think the following factors act as the primary determiner of the particular occupation a person enters?

		Almost never	Infrequently	In about half the cases	Frequently	Almost always
	A. Personal planning and choice.	1	2	3	4	5
	B. State of the economy.	1	2	3	4	5
	C. Influence of family or close friends.	1	2	3	4	5
	D. Family circumstances.	1	2	3	4	5
R	E. Chance.	1	2	3	4	5

PART VI. THE ROLE OF THE SCHOOLS

14. Here is a list of functions that might be performed by public and private schools through grade 12. For each function, please indicate (1) what priority you think should be placed on that function, and (2) how effectively you think the schools are now performing that function.

	YOUR PRIORITIES					HOW EFFECTIVE NOW				
	Very low	Low	Medium	High	Very high	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective
A. Develop competency in reading, writing, and computing.	1	2	3	4	5	1	2	3	4	5
B. Develop specific competency geared to particular occupations.	1	2	3	4	5	1	2	3	4	5
C. Develop competency in making decisions.	1	2	3	4	5	1	2	3	4	5
D. Help students make appropriate career choices and plans.	1	2	3	4	5	1	2	3	4	5
(E.) Motivate students to achieve career success at levels as high as their aptitudes will allow. [E-I]*	1	2	3	4	5	1	2	3	4	5
F. Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment.	1	2	3	4	5	1	2	3	4	5
G. Prepare students with realistic expectations of what they will actually face in the working world.	1	2	3	4	5	1	2	3	4	5
H. Help graduates locate and obtain paid employment.	1	2	3	4	5	1	2	3	4	5
I. Prepare students to find self-fulfillment in pursuits other than paid employment.	1	2	3	4	5	1	2	3	4	5

15. If the schools had the necessary commitment and resources, how effective do you think they could become as an influence on how students view paid employment in their personal lives, that is, the role they see it playing relative to other aspects of their lives, and how they feel about it?

1 Not at all effective
2 Slightly effective
3 Fairly effective
4 Effective
5 Very effective

16. How important do you think the following factors are as influences on how people view paid employment in their personal lives?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. The schools.	1	2	3	4	5
B. The family.	1	2	3	4	5
C. Peers.	1	2	3	4	5
D. Public media.	1	2	3	4	5

* Difference between E and I
4 = 7 -1 = 3
3 = 6 -2 = 2
2 = 3 -3, -4 = 1
0 = 4

= 4

A-4

PART VII. INFORMA

(Please Circle Only ach Of The Following Quest

17. What is the ma ur present work i

1 School bui
2 School dis district a ilti-
3 State depar n or other state
4 Other:____ ____

18. What is the mai currently do in ?

1 Teacher, co specialist. ce
2 Administrat support, or
3 Other:____ ____

19. What grade level concerned with?

1 Elementary a
2 Junior high c
3 High school.
4 All grade lev
5 Other:____ ____

20. Where do your stu their time?

1 In regular cl
2 In a special school buildi ular
3 In a separate only special-n
4 Other:____ ____

21. With what kind of student are you concerned? (Please circle all that apply)

1 Mentally retarded.
2 Hearing impaired.
3 Speech impaired.
4 Visually impaired.
5 Emotionally disturbed.
6 Orthopedically handicapped.
7 Other health impaired.
8 Learning disabled.
9 Multihandicapped.
10 Gifted and talented.
11 All or many kinds of handicapped students, non-categorial grouping.
12 Other:_____

22. How seriously handicapped are the special education students with whom you are concerned? (Please circle all that apply)

1 Marginally handicapped.
2 Mild/moderately handicapped.
3 Severely handicapped.
4 Other:_____

23. What is your age in years to your nearest birthday?_____

24. What is your sex?

1 Male.
2 Female.

25. What is the zipcode at your place of work?_____

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